DISTRICT OF COLUMBIA

PUBLIC CHARTER SCHOOL ENROLLMENT

OCTOBER 5, 2005

TCBA

contents

2005 – 2006

DC Public Charter Schools
Enrollment Census SY 2005-2006

Executive Summary

Thompson, Cobb, Bazilio & Associates, PC (TCBA) was retained by the State Education Office of the District of Columbia (SEO) to conduct a full census-type audit of the October 5, 2005, student enrollment for the District of Columbia Public Schools (DCPS) and public charter schools. In addition to the enrollment verification, TCBA reviewed each student file to ensure that it contained proper documentation to support residency, special education, and English language proficiency designations. This report presents the results of the census-type audit for only public charter schools; DCPS is reported separately. All abbreviated terms are defined in the Glossary.

This was the ninth year that a 100% verification of student enrollment and residency files for charter schools was conducted. Overall, the total enrollment for DCPS and public charter schools has declined approximately 2,500 students over the past 5 years. However, as shown in Chart 1, the annual DCPS enrollment continues to decline while the number of charter school students continues to increase.

It is the nature of these reports to bring attention to discrepancies and improper adherence to policies. However, we would like to commend those schools that had no more than one enrollment or residency issue remaining after the resolution process, signifying good administrative practices

and cooperation with the census process. These schools are listed below. The schools in bold were commended last year as well.

- Academy for Learning Through the Arts
- Appletree
- **Capital City PCS**
- D.C. Preparatory Academy
- **E.L. Haynes PCS**
- Friendship Edison - Blow Pierce Campus
- Friendship Edison - Southeast Academy
- Howard University Middle School of Math-Science
- KIPP DC-AIM Academy
- KIPP DC-KEY Academy
- LAYC-Youthbuild PCS
- **Marriott Hospitality PCS**
- Options
- **Paul PCS**
- Potomac Lighthouse PCS
- Roots
- **Sasha Bruce PCS**
- **School for Arts in Learning (SAIL)**
- **Two Rivers PCS**
- Washington Mathematics, Science, Technology PCS
- William Doar PCS

The SY 2005-2006 Enrollment Rosters submitted by the public charter schools (Reported Enrollment) reflect a total of 17,817 students as of October 5, 2005, consisting of 4,672 students

DCPS

■ 2001-2002 □ 2002-2003 □ 2003-2004
■ 2004-2005 ▨ 2005-2006

Charter Schools

■ 2001-2002 □ 2002-2003 □ 2003-2004
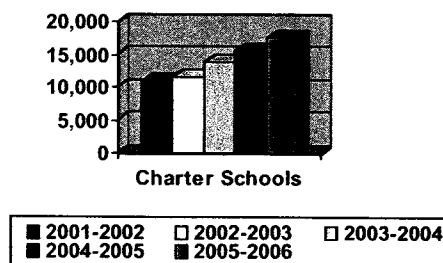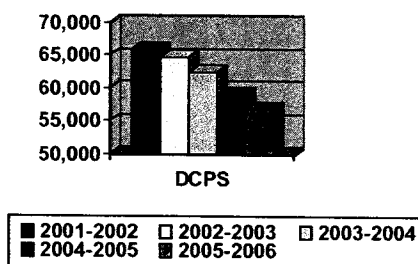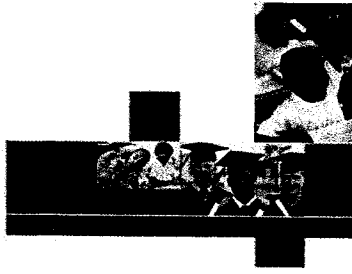■ 2004-2005 ▨ 2005-2006

Chart 1: 5-Year Enrollment Trend (based on Reported Enrollment)

enrolled in schools chartered by the Board of Education (BOE) and 13,145 students enrolled in schools chartered by the D.C. Public Charter School Board (PCSB). The results of the census-type audit verified:

- 4,548 students enrolled in schools chartered by BOE, and
- 12,925 students enrolled in schools chartered by PCSB.

Of the 17,473 students verified as enrolled in charter school programs, we found:

- 13 students present and attending at October 5, 2005, who were not on the Enrollment Rosters
- 75 students for whom residency verification was inadequate (Attachment 9)
- 1,835 students who receive special education services (Attachment 10)
- 899 LEP/NEP students (Attachment 11)

ENROLLMENT

Our student count as of October 5, 2005, was 17,473 without regard to residency and 17,398 for students with verified residency.

The enrollment count was based primarily on verification of the student's presence in the school. For students who were not present on the day of the count, we relied on the enrollment and attendance records provided by the school and assumed those documents to be accurate and complete. However, at some schools, we found inconsistencies between the system and manual attendance records as well as some evidence that the attendance records did not accurately reflect attendance. In an exception-based system, it is not possible to determine if the inconsistencies are intentional or unintentional misrecordings.

The attachments provide a breakdown of total enrollment by grade. The Next Step PCS is an ungraded high school. For purposes of this audit, the students at The Next Step PCS were categorized based on age as follows:

14/15 years old	9th grade
16 years old	10th grade
17 years old	11th grade
18+ years old	12th grade

Table 1 shows the audited enrollment count for public charter school students compared to the Reported Enrollment. (See Table 2 for the breakdown of students' residency status.)

	BOE	PCSB	Total	Reported Enrollment	Difference
Total Enrollment	4,548	12,925	17,473	17,817	(344)
Enrollment with Verified Residency	4,483	12,915	17,398	17,817	(419)

Table 1: Enrollment Comparison

RESIDENCY

Of the 17,473 students found to be enrolled, there were 75 students for whom proof of residency provided to the auditors was inadequate or unavailable.

Because many schools do not maintain copies of the proof of residency provided by parents, the scope of the audit is limited to reviewing the District Residency Verification Form (Residency Form). The audit process included reviewing the Residency Form for every student; however, there was no form on file for some students. For purposes of the audit, a properly completed and signed Residency Form was considered to have been completed in accordance with the applicable rules. However, there is no evidence to support that they had been completed in accordance with the acceptable procedures. If the Residency

Because the audit process is limited to reviewing only the Residency Forms, with no supporting documents by which to determine validity, we cannot assess the degree with which the residency verification rules are complied. However, there is evidence that schools are accepting documents that do not comply with the rules.

During the initial review, we identified students for whom we had not seen adequate residency documentation. The principals were given an opportunity to provide the missing information. Table 2 summarizes the final results of the residency review. The "Not Verified" column includes students for whom we were not provided the necessary documentation to make a determination of residency status. (See Attachment 9.)

	Resident	Non-Resident Paying Tuition	Non-Resident Not Paying Tuition	Not Verified	Total
BOE	4,482	1	2	63	4,548
PCSB	12,913	2		10	12,925
Total	17,395	3	2	73	17,473

Table 2: Residency

Form was missing or incomplete at the initial file review, we allowed the schools an opportunity to obtain proof of residency and provide copies in order to have the students included in the verified audit count. Our review of these documents showed that schools are not always following the prescribed residency verification rules established by the SEO. Rather, they are accepting documents that do not meet the criteria specified.

Howard University-Middle School of Math-Science has two non-resident students and Roots PCS has one non-resident student enrolled. All of these students have been assessed tuition for SY 2005-2006. The one student at Roots PCS is in pre-kindergarten, and the two students at Howard University-Middle School are in the sixth grade. The tuition charged for the students varies by grade level. Annual tuition for the pre-kinder-

2005 – 2006
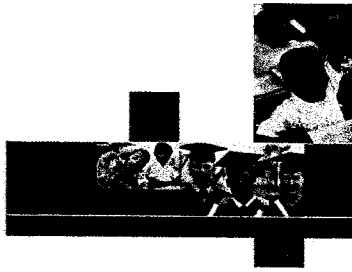
garten student is $8,550 plus a $2,775 facility allotment. Tuition for the sixth graders is set at $7,111. Parents have the option of paying the tuition in one annual payment by the 30th of September or installment payments over the course of the school year. The total tuition to be collected from these three students is $25,547.

This report includes both quantitative enrollment data as well as qualitative observations. Only those students who have verified District residency, or pay tuition, are considered properly enrolled. Therefore, the enrollment data are presented in two ways - enrollment without regard to residency and enrollment only for students who have properly proven residency or who pay tuition. The quantitative data are presented in the attachments to this report.

DC Public Charter Schools
Enrollment Census SY 2005-2006

2005 - 2006
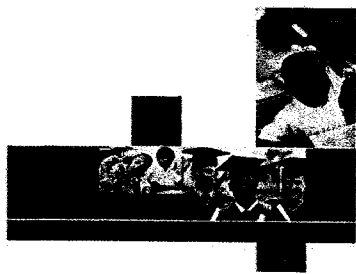
Observations

DUPLICATE STUDENTS

After combining reported enrollment data from all systems, DCPS and charter, we identified 317 pairs of duplicate students. A duplicate student is defined as the same student included on the roster of two or more different schools or on the roster of the same school more than once. Of the 317 pairs, 230 were shown as enrolled in both a DCPS school and a charter school and 36 were shown at two charter schools or in the same charter school twice. Because there is no comprehensive system that tracks all District students, students can be enrolled in more than one school and not be detected. Without a comprehensive system or an audit that identifies and eliminates duplicates, the total enrollment as reported by schools would be overstated by at least 317 students. Assuming average tuition of $7,000 per student, this equates to nearly $2.25 million of potential over-funding by the District for over-reported enrollment.

Duplicate students occur for a number of reasons:

- There is no consolidated student information system for DCPS and the charter schools to identify duplicate students. While DCPS and most of Board of Education charter schools use STARS, the two systems do not interface.

- There is no effective process for students transferring between schools, primarily between DCPS and charter or between two charter schools, to ensure that 1) the withdrawing school is notified timely and 2) the students are withdrawn in the system as of the last date of attendance. The withdrawal date recorded by the individual schools is usually the date that the parent officially withdraws the student or the date that the withdrawal was input. Because the last day

of attendance is not used, a student can be enrolled and attending another school prior to the withdrawal date in the school's system.

- There are many students who "withdraw" within days after the official membership date. Since funding is based on membership at that date, students are not removed from the system until afterward although they may have stopped attending prior.

Even in a consolidated system, identifying duplicates is not simple. The combined Enrollment Data provided by the public charter schools and DCPS contained the following (not mutually exclusive):

- 5,757 students with matching names, i.e., at least 2 students have exactly the same name;
- 202 students with matching student ID numbers who are the same people;
- 398 students with matching student ID numbers who are different people; and
- 280 students with a combination of matching name and date of birth.

In conducting the census, we had to determine, to the extent possible, those students from the above populations who were in fact the same student being shown as enrolled at two different schools. Because enrollment and withdrawal dates do not always reflect the actual dates that a student began and stopped attending a school, the attendance records are the primary source for determining which school a student attended at a particular date. However, because some attendance records are exception based, it is possible for students to appear to be attending two different schools.

The number of students with matching ID numbers who are, in fact, different people as well as

the number of students who are at two schools under different ID numbers indicates a weakness in the processes for assigning DCPS ID numbers to students enrolling in public charter schools or for transferring the correct ID number when a student transfers between schools. In addition to the duplicate IDs, there were over 1,400 students in the Enrollment Data without a DCPS ID assigned.

The search for duplicate students is further complicated by inconsistencies and errors in the system data, e.g., misspelled names, incorrect birthdates, etc. This could be somewhat mitigated by requiring the social security number for all students as a basis for periodic comparison.

RESIDENCY

We noted specific areas for consideration in developing the training and residency guidelines.

- The residency verification rules allow for principals to conduct home visits to prove residency. Additional training is needed on the proper steps for performing and documenting a home visit. Many home visit documents that we saw were generic, i.e., they did not provide evidence that the student lived in the home. We saw two instances of a home visit being conducted in Maryland.

Name of Person in the Home: ___Mom___

Relationship to Student: _____

If no relationship, explain: _____

_____

Primary Lease Holder: _____

Additional Names on Lease: _____

Is Student on Lease?   ☑ Yes   ☐ No

Number of People Residing in the Home: ___10___

Number of Bedrooms: ___4___   Number of Beds/Sleeping Area: _____

Content of Closets (clothing sizes, etc.): _____

_____

Are personal items of parent(s)/other primary caregiver(s) and student visible?   ☐ Yes   ☐ No

Please describe: _____

_____

In the above example, there is no evidence that the student lives in the home.

- We continue to find that schools are accepting leases and utility bills without receipts. In many cases, they are accepting as the receipt a copy of the check front rather than the cancelled check, a copy of a generic money order, or the notation of "Paid" or the credit amount shown on the face of the invoice. That these types of documents are accepted as receipts indicates that the staff at the school level do not understand the purpose of the requirement and are merely accepting whatever documents are provided. The purpose for requiring receipts is to verify that the person enrolling the student is the same person actually paying the lease or utility bill. Many of the documents being accepted do not meet this purpose.

- A myriad of documents are being accepted as leases, such as letters from a relative stating that the person resides with them, rental applications, statements from a landlord, and so forth.

- Although the residency verification guidelines require that most document types show the current DC address, documents accepted, such as drivers' licenses and registrations, often do not show the same address as the student's address or the documents show different addresses. In addition, proof was provided for persons other than those enrolling the students.

- Some schools accept documentation that is not within the guidelines prescribed by the SEO, such as birth certificates and passports.

We recommend that the Chartering Authorities work with the DCPS Office of Residency to develop a training program for the public charter schools consistent with that of the DCPS schools. Several of the new charter schools reported to us that they received little or no training on residency verification.

REPEAT OF PRIOR YEAR FINDINGS

Although this is the ninth year that a complete census of public charter schools was conducted, we continue to observe some of the same weaknesses in attendance reporting, residency verification, duplicate students, and so forth. While there has been substantial improvement over the years, many of the findings addressed in previous audit reports continue to be findings. These are summarized below.

Residency

- The fact that a completed Residency Form is on file does not guarantee that valid proof was provided. In fact, we observed that some schools did keep copies of the residency proofs and there were instances noted where the proof did not match what was checked on the Residency Form and did not meet the residency rules. After the initial exit conference, we gave the principals an opportunity to provide the proof of residency for students for whom the Residency Forms were incomplete or missing. In reviewing the documentation provided, we found that the residency requirements are not being strictly adhered to. For instance, when accepting leases and utility bills as proof of residency, the cancelled checks or receipt of payment are often not included. In addition, some schools accept proof outside the guidelines, such as birth certificates, voter registration cards, and passports. Additionally, some schools elected to do home visits and, in a number of cases, they failed to complete the entire form.

There is no central point of information and training for all of the charter schools. Therefore, there are varying levels of understanding of the residency rules.

- The guidelines require that students for whom the required proofs of residency are not obtained prior to the official membership date, or within 10 days after the enrollment date, be withdrawn from school and excluded from the count. Not all schools adhere to these guidelines.

- The current process for verifying residency is burdensome to the school staff and the parents. It can easily be circumvented and is not strictly adhered to by all schools. We recommend that the SEO undertake a project to revamp the process used to verify residency. We have recommended in previous years that the objectives of residency verification can be achieved more efficiently and thoroughly through automated matching to files available in systems throughout the District, such as the Office of Tax and Revenue, the Department of Human Services, or the Department of Motor Vehicles, and we repeat that recommendation.

The first pass at residency verification should be the automated match, which should capture a majority of students. The remaining students would have residency verified through the current process; however, someone independent of the school should perform the verification.

If these methods cannot be implemented, we recommend that:

- schools maintain copies of the documents used to prove residency; and

- the Chartering Authorities conduct periodic audits of the residency files to ensure compliance with the residency verification rules.

- There are currently no policies that govern charter schools accepting students who are not District residents, other than the requirement that tuition be paid. In addition, there are no documented procedures for reporting students for whom tuition has been assessed.

Charter schools were established to provide the residents of the District with educational alternatives. Therefore, District residents should have admission priority over non-resident students. As mentioned previously, Roots PCS currently has one non-resident, tuition paying student enrolled and Howard University Middle School has two non-resident, tuition paying students. There is no evidence that these students are not properly enrolled; however, it has highlighted the fact that there is still a need for a documented policy to address, among other things:

- under what circumstances charter schools may enroll non-resident students;
- whether District students have priority;
- whether District students on a waiting list should replace non-resident students; and
- the procedures for reporting students for whom tuition is assessed.

Enrollment and Attendance

- More consistency in attendance reporting within public charter schools would be advantageous to avoid confusion and misinterpretation of data. Standards would provide a control for properly documenting stu-

dent attendance. We recognize that as individual local education agencies (LEAs), charter schools establish their own policies and procedures. However, we noted repeated instances of inconsistency within a school. It was even not unusual to see teachers being inconsistent in their own attendance documentation.

■ An accurate enrollment count is necessary for funding. While a census-type audit is currently mandated, one objective is to be able to modify the audit to place more reliance on the information systems. In order for this approach to be successful, controls would have to be in place and operating to ensure data integrity. Such controls would include standardization of procedures, automated attendance tracking, and periodic auditing of attendance records. Presently, the BOE charter schools are in the process of completing implementation of the STARS system. The majority of these schools are on the STARS system; however, several schools still maintain attendance manually or they use their own automated system. Last year, it was reported that the PCSB schools would be implementing their own student information system. Our review of the attendance records for these schools revealed that some schools are now utilizing PCSB online attendance software. As this system continues to be implemented, we urge development of standard practices and controls.

■ Some of the attendance tracking systems are exception-based, that is, only days when a student is other than "Present" are captured. Therefore, if a student has perfect attendance, the attendance record will be blank. This does not provide the schools with ade-quate information to monitor attendance. For instance, a blank record could indicate that the student was never included on any attendance rosters (not assigned a classroom) or that the student was a "no-show". Accuracy of attendance data is absolutely necessary in determining whether a student is actually enrolled at a given school.

■ Aside from the role that attendance plays in student performance, there are funding issues. The DCPS attendance policy, with which public charter schools are to adhere, requires that students absent for 20 consecutive days be withdrawn. This policy is not enforced because, in part, attendance records may not be providing a true record of absences. Students are being carried in enrollment who have actually transferred to other schools. Of the 2,158 students absent on the day of the count, we determined that 346 were not attending on October 5th, either because they were found to have withdrawn (or stopped attending) prior to October 5th, were found to be attending another school, or attendance documentation, if provided, did not provide clear evidence of enrollment. In the absence of a consolidated student information system, there is currently no means for detecting students who transferred to another school.

■ There is no effective process for students transferring between schools, primarily between DCPS and charter or between two charter schools, to ensure that 1) the withdrawing school is notified timely and 2) the students are withdrawn in the system as of the last date of attendance. The withdrawal date in each school's system is usually the date that the parent officially withdraws the student or the date that the withdrawal was

input. Because the last day of attendance is not used, a student can be enrolled and attending another school prior to the withdrawal date.

- Students who attend a day school program and an evening program are included in the enrollment count of only the day school. This has a particular impact on Booker T. Washington Evening Program, making up 42 of the 46 students not included in the audited enrollment. We recommend that the SEO review the policies regarding funding for students in multiple programs.

ABSENTEEISM

Absenteeism continues to be high in some of the schools. However, the overall absentee rate has declined since last year from 15% to 12%. The public charter schools have adopted DCPS policy to withdraw any student who is absent for 20 consecutive days. However, our findings indicate that this policy was not always complied with.

Table 3 summarizes the absentee rate for schools on the day that we performed the student counts.

	Total in Enrollment Data	Absent on the Day of the Count	Percentage
BOE	4,672	664	14%
PSCB	13,145	1,494	11%
Total Charter Schools	17,817	2,158	12%

Table 3: Absenteeism Rates

Note: Absentee rates are based on the Enrollment Data as provided rather than the final census.

SPECIAL EDUCATION

Under the Uniform Per Student Funding Formula (UPSFF), the funding level for special education is based on weekly service hours. The current UPSFF is shown below:

Funding Level	Weekly Service Hours
Level 1	8 hours or Less
Level 2	> 8 hours and <= 16 hours
Level 3	> 16 hours and <= 24 hours
Level 4	> 24 hours
Level 5	Residential

Several schools miscalculated the funding level in the Enrollment Data, resulting in audit discrepancies. While the IEP did support the number of hours reported, the level reported was not consistent with the funding formula.

Training and written policies are needed regarding preparation of IEPs. These policies should include guidelines for:

- calculating the number of weekly services hours
- showing hours in the General Education Setting
- updating IEPs for transfer students, from another charter school, a DCPS school, or an out-of-state school
- amending, modifying, and correcting IEPs

We noted a number of instances in which the hours of service included a minimal number of hours, *e.g.*, 30 minutes per month, of counseling which caused the total hours to reach the next highest funding level. These may be proper assessments that happen to coincide with the funding level breakpoints, but it may be an area for review.

We also noted instances where the IEPs were altered to change the dates since they had not been updated as required. One school falsified IEPs, which was reported separately to the SEO and Chartering Authority.

CONSOLIDATED STUDENT SYSTEM

In past audit reports, we have cited the need for a central system to consolidate information regarding students attending public charter schools and/or combining that information with DCPS. Information concerning students in the District is fragmented between those attending DCPS and those attending individual public charter schools. Because there is no comprehensive system incorporating the public charter school students, the District continues to have no means to track and monitor all of the students served by the District. This impacts the District's ability to determine a true enrollment number, including special education students and English Language Learners; a school's ability to know whether a transferring student requires special education or language services; and a school's ability to schedule a transferring student appropriately.

A system that consolidates the public charter schools and DCPS would facilitate District-wide reporting, track student enrollment and enrollment changes, and minimize the risk that students are counted as "enrolled" in more than one school. DCPS and most of the BOE charter schools currently use the STARS student infor-

mation system. However, these records are not currently integrated. Integration of the systems will greatly improve the consistency and availability of information. During the audit last year, it was stated that the PCSB schools were in the process of implementing a new student information system. At this time some schools are using the PCSB online attendance software. Having the public charter schools adopt a uniform system is a major step toward more reliable enrollment and attendance information.

STARS

In reviewing the STARS records, we noted some system errors that should be investigated and corrected. While the examples shown below are from DCPS schools, some of the public charter schools also use STARS. Therefore, the same system anomalies may exist in the version of STARS used by the charter schools.

1. There is a field to record absent (A) and tardy (L) as well as a reason field.

   a. The total number of absences is based on the A/L field rather than the date, so absences or tardies may not be accumulated accurately if the A/L field is left blank

School	Date	A/L	Reason A.M.	In/Out	Time	A/L	Reason P.M.	In/Out
239	09 SEP 2005	L	un.Tardy Unexcused					
239	20 OCT 2005	L	un.Tardy Unexcused					
239	26 OCT 2005	L	un.Tardy Unexcused					
239	27 OCT 2005	L	un.Tardy Unexcused					
239	28 OCT 2005		un.Unexcused Absence				un.Unexcused Absence	
239	Total Absences = 0					Total Lates = 4		

322	08 SEP 2005	L	un.Tardy Unexcused					
322	09 SEP 2005	L	un.Tardy Unexcused					
322	14 SEP 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
322	13 OCT 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
322	14 OCT 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
322	18 OCT 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
322	24 OCT 2005		un.Tardy Unexcused					
322	Total Absences = 4					Total Lates = 2		

b. The A/L field and the reason field can be contradictory causing the absence data to be misstated.

School	Date	A/L	Reason A.M.	In/Out	Time	A/L	Reason P.M.	In/Out
239	28 OCT 2005	L	un.Unexcused Absence					
239		Total Absences = 0			Total Lates = 1			

School	Date	A/L	Reason A.M.	In/Out	Time	A/L	Reason P.M.	In/Out
567	02 SEP 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
567	08 SEP 2005	A	ex.Excused Absence			A	ex.Excused Absence	
567	09 SEP 2005	A	ex.Excused Absence			A	ex.Excused Absence	
567	12 SEP 2005	A	ex.Excused Absence			A	ex.Excused Absence	
567	26 SEP 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
567	27 SEP 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
567	29 SEP 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
567	03 OCT 2005	A	ex.Tardy - Excused			A	ex.Tardy - Excused	
567	04 OCT 2005	A	ex.Tardy - Excused			A	ex.Tardy - Excused	
567	05 OCT 2005	A	ex.Tardy - Excused			A	ex.Tardy - Excused	
567	06 OCT 2005	A	ex.Tardy - Excused			A	ex.Tardy - Excused	
567	07 OCT 2005	L	ex.Tardy - Excused					
567	11 OCT 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
567	13 OCT 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
567	14 OCT 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
567	20 OCT 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
567	21 OCT 2005	A	un.Unexcused Absence			A	un.Unexcused Absence	
567		Total Absences = 16			Total Lates = 1			

2. When absences are accumulated by course rather than day, the number of days absent may be distorted.

Absence Totals				Lates
Authorized	Excused	Unexcused	Total	
0	1	5	6	3

By Absence Date Per - Physical period of absence

Date	Course	Per	A/L Reason	In/Out	Time	Course	Per	A/L Reason	In/Ou
12 SEP 2005	Citiznshp-03	1	L un.Tardy Unexcused						
03 OCT 2005	Citiznshp-03	1	A un.Unexcused Absen						
17 OCT 2005	EastHemCul-1	1	L un.Tardy Unexcused			Math 06-03	3	A un.Unexcused Absen	
24 OCT 2005	EastHemCul-1	1	A un.Unexcused Absen			Citiznshp-03	1	A ex.Illness	
	EarthSpSci-02	2	L un.Unexcused Absen			Hlth&PE 6-01	5	A	
28 OCT 2005	Citiznshp-03	1	A						

3. It is possible for the withdrawal or transfer date to appear on the Office Index Card but not the Withdrawal/Record Transfer Form and vice versa.

Office Index Card

Admission Date: 26 AUG 2005
Withdraw Date: 15 NOV 2005

Admission Date: 01 Sep 1998

Student Withdrawal Record

Withdraw Date:
   Reason:

Withdraw Date: NOV 4 2005
   Reason: Transfer to other LEA

While not a system error so much as a design choice, many principals complained about the inability to run attendance reports from STARS after a student had withdrawn.

Glossary

Absent - Not in attendance on the day of the count. Students arriving during the physical count were not recorded as absent.

Audit Period - The census-type audit was conducted between October 5, 2005 and December 30, 2005, including the resolution period.

Census-type Audit - Determination of: the number of students enrolled in pre-school, pre-kindergarten, kindergarten, grades 1 through 12, and non-grade level programs in DCPS and public charter schools and special education students whose tuition for enrollment in other schools is paid with funds available to DCPS; the number of students who are District residents; the number of tuition-paying non-resident students; and the number of special education and English minority students as of October 5, 2005, based upon a physical headcount of students and review of applicable student records. This was not an audit conducted in accordance with generally accepted auditing standards.

Chartering Authorities - D.C. Board of Education (BOE) and D.C. Public Charter School Board (PCSB)

Enrollment Classifications - For purpose of the audit, students were classified as:

> **Enrolled** - A student was included in the enrollment count if he or she was:
>
> - In the October 5, 2005 enrollment data and present during the physical count
> - In the October 5, 2005 enrollment data and absent on the day of the physical count but documentation provided evidence of enrollment and attendance
> - Not in the October 5, 2005 enrollment data, but present during the count and documentation provided evidence of enrollment on October 5.

Not Enrolled - A student was in the October 5, 2005 enrollment data, but documentation provided showed evidence that the student had withdrawn or stopped attending or adequate documentation was not provided.

Enrollment Date - All data presented in this report is as of October 5, 2005.

Enrollment Data - Data provided on the enrollment roster submitted by each public charter school for students enrolled as of October 5, 2005, combined with the DCPS STARS data.

**LEP/NEP** - Limited English Proficiency/No English Proficiency

Residency Classifications -

> **Verified** - During the initial on-site file review, the student had a completed District Residency Verification Form, or applicable waiver, on file that had been properly approved. Otherwise, adequate proof of residency was provided during the resolution period.
>
> **Not Verified** - There was no District Residency Verification Form on file or the form was incomplete, and adequate proof was not provided during the resolution period.

Resident Student - A student enrolled in a DCPS or public charter school who is 1) a minor whose parent, guardian, or other primary caregiver resides in the District of Columbia or 2) an adult who resides in the District of Columbia.

Residency Verification Rules - Rules for establishing residency verification requirements for public schools and public charter schools, as issued by the State Education Office.
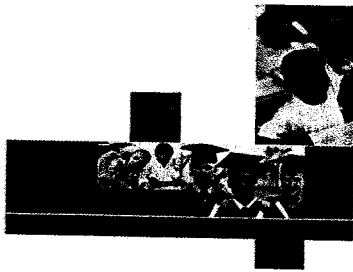
Resolution Period - Period after completion of the headcount and file reviews during which principals were provided an opportunity to resolve any outstanding issues.

STARS - Students Tracking and Reporting System

Uniform Per Student Funding Formula - Formula used to determine annual operating funding for DCPS pursuant to the School Reform Act of 1995, as amended, and the Uniform Per Student Funding Formula for Public Schools and Public Charter School Act of 1998.

Weekly Service Hours - The number of hours of specialized education provided to a student each week in accordance with the Individual Education Plan (IEP).

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Attachments

1. Summary of Audited Enrollment by School Type and Grade

2. Audited Enrollment by School and Grade

3. Summary by School Type and Grade: Audited Enrollment vs. Reported Enrollment

4. Summary by School and Grade: Audited Enrollment vs. Reported Enrollment

5. Summary of Students for Whom Enrollment and Residency were Verified By School Type and Grade

6. Summary of Students for Whom Enrollment and Residency were Verified By School and Grade

7. Summary of Students for Whom Enrollment and Residency were Verified by School Type and Grade: Audited Enrollment vs. Reported Enrollment

8. Summary of Students for Whom Enrollment and Residency were Verified by School and Grade: Audited Enrollment vs. Reported Enrollment

9. Summary of Residency Verification by School

10. Summary of Students with IEPs, Including Students for Whom Residency was not Verified

11. Summary of LEP/NEP Students, Including Students for Whom Residency was not Verified

12. Summary of Students with IEPs for Whom Enrollment and Residency were Verified

13. Summary of LEP/NEP Students for Whom Enrollment and Residency were Verified

14. Comparison of Maximum Authorized Enrollment to Audited Enrollment

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